

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Grasslot Infant School
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	24.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	November '22
Date on which it will be reviewed	November '23
Statement authorised by	Lisa Chilton
Pupil premium lead	Amy Barclay
Governor / Trustee lead	Rachel Routledge

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,470
Recovery premium funding allocation this academic year	£2391
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,861 -£8740 for meals <b>£24,121</b>

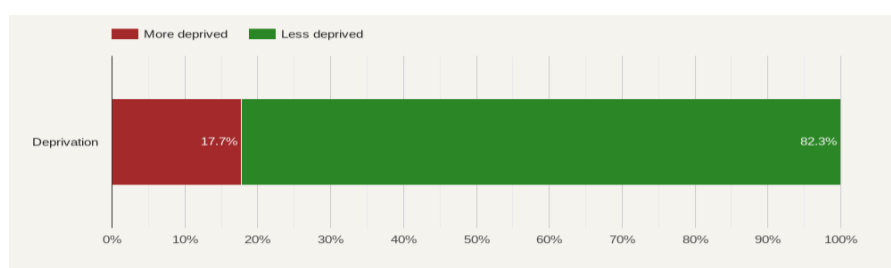
# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about how to use Pupil Premium funding it is important to consider the context of the school and the challenges that this poses, alongside research conducted by the EEF and the Research Schools Network.

### Context of Grasslot School

Grasslot Infant School is located in the coastal town of Maryport within the Allerdale constituency which has high levels of deprivation. ONS data show that CA15 8BT is within the top 20% most deprived areas of the country.

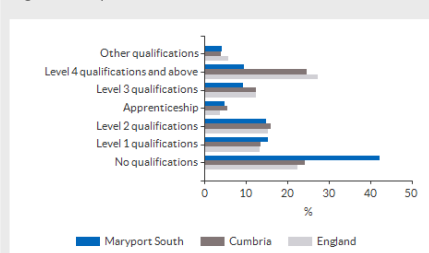


Data from the Cumbria Intelligence Observatory also indicates that the level of education and skills in the area is significantly lower than other areas of England and that 50% of children fall within Decile 1 of the IDACI.

### Children and Young People | Maryport South

Improving the level of education and skills present within a local population remains an important policy objective for both local and central government. The task of implementing initiatives to improve life-long learning and enhance individual development (and employability) represents a significant and essential challenge for local authorities.

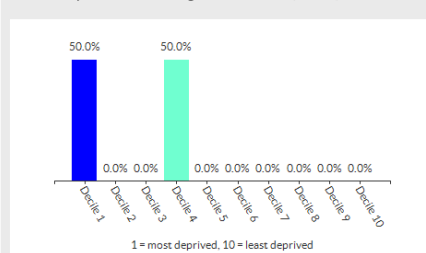
Highest level qualification attained



This chart shows % of working age people with highest level of qualification attained:

- Level 1: 1-4 O Levels/CSE/GCSEs (any grades), NVQ Level 1
- Level 2: 5+ O Level (Passes)/CSEs (Grade 1)/GCSEs (Grades A-C), 1 A Level/ 2-3 AS Levels/VCEs, NVQ level 2
- Level 3: 2+ A Levels/VCEs, 4+ AS Levels, NVQ Level 3;
- Level 4 and above: Degree (for example BA, BSc), Higher Degree (for example MA, PhD, PGCE), NVQ Level 4-5, HNC, HND
- Other qualifications: Vocational/Work-related Qualifications, Foreign Qualifications (not stated/level unknown).

Income deprivation affecting children index (IDACI)



The Indices of Deprivation 2019 provide a set of relative measures of deprivation for small areas (Lower-layer Super Output Areas) across England. The IDACI is a subset of the Income Deprivation Domain, with the Index showing the proportion of children aged 0 - 15 in each Lower-layer Super Output Area that live in families that are income deprived (those that are in receipt of Income Support, income-based Jobseeker's Allowance, Pension Credit Guarantee or Child Tax Credit below a given threshold). The chart shows the proportion of LSOA's in Maryport South in each decile with decile 1 being the most deprived 10% of areas in England.

### Ultimate Objectives

- **To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.**
- **For all disadvantaged pupils in school to meet the national expectations at the appropriate assessment points (Year 1 Phonics Screening Check and End of Key Stage One)**

In order to achieve these, we will:

- Ensure that teaching and learning opportunities meet the needs of all the pupils
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Make provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, to improve their wellbeing and develop resilience.
- Provide small group or 1:1 intervention with experienced HLTAs / STAs focussed on closing learning gaps.
- Additional adult support within the classroom environment to support learning.
- Provide first hand experiences and visits to support learning and improve aspirations.
- Work in partnership with parents to improve their support and understanding.

We do also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low attainment on entry to the Early Years Foundation Stage across all areas of learning.
2	Poor speech, language and communication skills.
3	Inability to blend and segment within phonics and reading.

4	Attendance and punctuality issues.
5	Lack of parental support at home.
6	Social, self-esteem and wellbeing issues.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Phonics	Achieve national average in PSC
Progress in Reading	% children achieving ARE at the end of Key Stage 1 is in line with the national average.
Progress in Writing	% children achieving ARE at the end of Key Stage 1 is in line with the national average.
Progress in Mathematics	% children achieving ARE at the end of Key Stage 1 is in line with the national average.
Progress in EYFS	% of children achieving GLD in line with national average.
Other	Ensuring attendance for PP children is 95% or above.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To ensure staffing structure allows for high quality intervention when needed by:</i></p> <p><i>Maintaining number of highly trained TAs within school (retention)</i></p>	<p>The EEF Teaching Assistants toolkit states <b>“Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.”</b></p> <p>The review also says that effective use of teaching assistants can have a positive effect on teacher wellbeing. Therefore, it is important we use the funding to ensure TA hours are maintained.</p>	1, 2, 3, 4
<p><i>To embed a SSP scheme by:</i></p> <p><i>Ensuring all staff receive CPD to boost confidence in first quality teaching;</i></p> <p><i>Purchasing newly released resources to support teaching;</i></p> <p><i>Planning in release time for subject lead to monitor delivery of scheme;</i></p> <p><i>Providing small group targeted phonics intervention when needed.</i></p>	<p>The EEF Phonics review highlights that a systematic, synthetic phonic approach can lead to +5 months progress.</p> <p><b>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</b></p> <p>This year we have noticed that, due to the lockdowns, the spread of ability within phonics has grown and the gap increased. Therefore, order to teach children according to their phonics knowledge (also recommended by the EEF), we need to ensure all staff are confident to deliver the scheme in tailored groups.</p>	1, 2, 3
<p><i>Improve communication and engagement between home and school from the EYFS.</i></p> <p><i>Talking Teddies, weekly activity packs, KS1 activity passports</i></p>	<p>In the EEF publication ‘Preparing for Literacy – Improving communication, language and literacy in the early years’ they state <b>“Language provides the foundation of think and learning and should be prioritised”.</b></p> <p>We know that children enter school with low language skills therefore, by providing them with support in the crucial early stages of learning, we will hopefully overcome issues they may have in the future.</p> <p>By providing activities to do at home we hope to encourage language and communication between</p>	1, 2, 5, 6

	parents and children and improve those early interactions.	
<i>SMT release time to monitor, coach and support staff</i>	<p><b>“Coaching creates opportunities for trusting, open professional relationships to develop and these help to develop the school’s social capital. As social capital contributes to the overall resource available to the school to successfully undertake its core business and continue to improve, this can provide a further case for the implementation of coaching.”</b> CfBT Education Trust</p> <p>With implementation of new strategies, support must be given to all school staff to ensure they are confident and supported with delivery.</p>	1,2,3

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop language and communication skills across the school with: Early Talk Boost and Talk Boost interventions;</i>	<p>Children start school with very few language and communication skills. While many children catch up in the language rich environment, some need additional support. We have found that COVID has impacted on language skills and intervention is needed.</p> <p>Independent review of data collected since May 2014 is compelling and encouraging, showing that after ten weeks of intervention; <b>“the number of children reaching expected levels and no longer needing help to talk in sentences almost tripled,”</b> whilst <b>“more than two thirds of children no longer need help understanding language, as they have reached expected levels.”</b></p>	1, 2, 6
<i>Early Years resources to meet the needs of the new curriculum, Staff CPD to ensure understanding of the new curriculum</i>	<p>Achievement of a ‘Good Level of Development’ varies greatly due to size of cohort. However, results often fall just below the national average (at around 70 – 80%).</p> <p>In order to ensure we provide the best opportunities for children to succeed in the new EYFS curriculum, resources are needed along with CPD for staff.</p>	1
<i>Targeted 1:1 reading for those children who are not supported at home.</i>	<p>DfE Reading Framework 2021 states <b>“To enable children to keep up, they should be given extra practice, either in a small group or one-to-one”</b> We know that those children who do not read at home are at risk of falling behind. Therefore daily 1:1 reading in school will support</p>	1,3,5

	their learning and compensate for lack of parental engagement.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4761


Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture group to support children's social and emotional skills for learning. Purchasing ELSA resources; set up of 'Nurture room'; Learning Mentor time (planning &amp; delivery of nurture group); CPD</i>	<i>An independent review by Sheffield Hallam University found: <b>"Emotional literacy - pupils' scores in the emotional literacy measure were above expectations (compared to a standardised sample for example pupils dealing better with anger, stress and being more open to discussing issues affecting their lives"</b></i>	6
<i>Improve parental engagement through workshops; stay and play sessions and information session.</i>	<b>"Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation.... The scale of the impact is evident across all social classes and all ethnic groups"</b> (Desforges 2003 taken from Research Report DFE-RR156).	5
<i>Learning Mentor monitoring of attendance, supporting parents</i>	COVID-19 continues to impact on attendance levels for some children through isolation, illness and parental worries. As a school we will continue to monitor and support parents to encourage good attendance in order to meet the government suggestion of 95%.	4
<i>Allocated funding to supplement breakfast club, snack money and trips etc</i>	Breakfast club is offered to those children for whom punctuality is an issue. We are aware that many families in receipt of benefits, related to PPG, find extra costs difficult.	4, 5

**Total budgeted cost: £ 24121**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

 <b>Review of Pupil Premium Spend 2021-2022</b>		
Proposed Outcomes		
Aim	Success Criteria	Review (July 2022)
1. Improve communication and engagement between home and school from the EYFS.	Evidence on Tapestry shows active engagement with the take home activities to encourage language and communication between parents and children and improve early interactions.	<b>High:</b> 78% of EYFS parents were actively engaged during 2021/22 through posting photos of activities on Tapestry.
2. Develop language and communication skills across the school	Results from Talk Boost and Early Talk Boost interventions show that children make good progress to be at the age-appropriate level.	<b>High:</b> 83% of children completing the programmes moved from 'amber' to 'green'.
3. Embed a Systematic Synthetic Phonics programme across the school.	Phonics Screening Check Results will be in line with National (84% all 71% disadvantaged pupils 2019).	<b>Medium:</b> While the PSC results increased from 52% in 2021 to 73% in 2022, the percent of disadvantaged pupils was lower than the previous National at 44%
4. Improve attendance for PP children.	Attendance for children in receipt of PPG will be 95% or above	<b>Low:</b> Attendance for children in receipt of PPG was below target at 89% (although punctuality did improve).
5. Regular parent workshops for classes and PP group.	Parents will actively engage with workshops in school and therefore child's learning.	<b>High:</b> 80% of children had parents attend open sessions throughout the year
6. Support children's social and emotional skills for learning.	Targeted nurture group to support children's social and emotional skills for learning using ELSA based activities.	<b>Medium:</b> Most children in the group outwardly demonstrated improved emotional understanding – expressing feelings in an appropriate way.

The aims below are taken from our 3 year strategy to improve outcomes for disadvantaged pupils.

Internal data: numbers in ( ) show the number of children in receipt of PP in cohort

GLD: 29% (7)

PSC: 71.4% (7)

KS1 Reading: 38% (8)      KS1 Writing: 38% (8)      KS1 Maths: 38% (8)

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Eggs, Mathseeds, Fast Phonics	3P Learning
Education City	Edmentum
Purple Mash	2Simple

